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ABSTRACT

This guide describes the Combined Instructional Approach to adult basic education in English as a Second Language (ESL) and offers procedures for its implementation. The approach uses literate bilingual tutors with little professional educational exposure to teach beginning reading instruction in ESL. A study of the feasibility of this method involved tutors and students from two groups, Cambodian refugees and immigrants and Spanish-speaking immigrants. Tutors transcribed stories narrated by the students, then followed standard language experience approach (LEA) procedures. Tutors were monitored by a reading specialist and provided with demonstrations and feedback to enlarge their repertoire of LEA skills. Practice in individualized reading was then offered to students. The experiment was found to be successful. The mean pre- to posttest gain for the Cambodian group was three grade levels in 5.5 months, and two grade levels for the Hispanic group in 4 months. Word recognition gains were significant for both groups, and larger for the Hispanic group. Both groups began at the non-English speaking level and achieved the level of a fluent English speaker in the fourth grade. Instructional procedures are outlined in some detail, with special attention given to getting started. A 16-item bibliography is included. (MSE)

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Whole Language use in the English as a Second Language Classroom

Instruction Guide

Project Funded through the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, Act 353

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Whole Language use in the English as a Second Language Classroom

Instruction Guide

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A Letter

February of 1989, I came to this cold and hot country. Walking on the street, sometimes riding on busses, I found a big house, full of text books and kindness, tables and chairs, and great teaching ladies. Along with some friends, who were also on the outside looking in, we found a future. We learned this blessed language that everybody needs to find success in this country. So buddy, go ahead, don't be afraid to learn this language with its pronunciation and its verbs. The language takes us forward in

With love to the school,
Julia Molina

Acknowledgements

Without the cooperation of a large number of individuals and agencies this project could never have gotten of the ground. We must give a special thank you to our students. They have been our inspiration for being at our best. They have surmounted extreme diversity in order to learn the English language. They are terrific people. Our tutors have provided us with insights, patience and the willingness to learn. They are the inspiration for our students and the backbone of our program.

The agencies which have provided us with special support throughout the course of this program include the Nationalities Service Center of Philadelphia, The Cambodian Association of Greater Philadelphia, The Free Library of Philadelphia and The Lighthouse. For all their efforts and services provided we are extremely grateful.

A special thanks must go to Mrs. Robert P. Casey and her staff for taking the interest and the time to visit our program. Her supportive presence was a real incentive for our students.

I. The Combined Instructional Approach: An Overview

The major objective of an adult basic education program funded in Pennsylvania is to determine the feasibility of using pedagogically unsophisticated bilingual tutors, who are literate in their native language, and in English, as instructors to teach both speaking, reading and writing in English.

Although significant numbers of such potential tutors are extant in our urban areas, their lack of educational background has generally precluded their use in instructional settings. They represent a substantial resource of untapped instructional potential. Instructional formats are already in place that would permit their use as tutors after a short inservice period. These formats include the language experience approach (LEA), creative writing and individualized reading. They have been used in American schools as a method of reading acquisition for many years (Spache & Spache, 1981). The effectiveness of using LEA either in English as a second language (ESL) programs, or as a method for teaching reading with non-literate American adults, has been documented (Deem & Marshall, 1980; Ranard & Haverson, 1981; Ben-Barka, 1982; Dixon & Nessel, 1981; Moustafa, 1985).

The Combined Instructional Approach is innovative in that it includes a determination of the feasibility of combining beginning reading instruction with the use of literate bilingual tutors who have had little professional educational exposure. The tutorial pool and student population in this program were recruited from two groups residing in the Philadelphia area, Cambodian refugees and immigrants and Spanish speaking immigrants primarily from Puerto Rico.

As a student relates a story in his native language to the tutor the latter immediately transcribes it into English. The tutors now follow standard LEA procedures

(Stauffer, 1980, p. 39-40; Nessel & Jones, 1983). The tutor pronounces each word as it is written; reads the entire selection to the student, pointing to each word, proceeding from left to right; and paces the students as they read the story from left to right along with the tutor. This student-narrated story is reread over three successive class sessions. By this stratagem, it is hoped that the students will begin to speak and read in English simultaneously, based upon their own dictations from their native language.

After individually dictating a story each student returns to his or her seat with the story and rereads it silently. As he reads, he underlines with a single line each word he knows. This is a positive approach to word recognition since the emphasis is on what is known. Once all group members have dictated a story they all reassemble and, one by one, they read their story, which has been clipped onto an easel, aloud to the group while pointing to each word. Since the words are of the student's choosing, there is greater likelihood that he will recognize and remember the words in his recorded accounts.

Underlined words that are recognized two or three days after dictation provide the deposits for the word bank. Word bank activities that have been used include finding family words, closure activities, alphabetizing, conceptual categorization, finding compound-words, and so forth.

As students recognize significant numbers of English words "at sight" these words are put on three by five cards and are placed into their word banks. These banks become the source for further English Facility. Students with at least thirty words they can recognize at sight are introduced to activities which foster such word recognition skills such as the following (Stauffer, 1980; p. 123):

√ Focus attention on beginning sounds

√ Notice how beginning sounds are alike and different

√ Identify the letters that represent a beginning sound

√ Avoid confusing letter name with the sounds they represent

√ Learn to recognize sounds and letters in context rather than in isolation

√ Facilitate the alphabetical filing of words in their word banks

As the students are introduced to the different word bank activities it is exciting to note the natural comradery that develops among them. Without suggestion from the tutor or reading specialist, the more proficient students will assist their classmates with their word bank activities. Students begin to share their stories and their experiences. This process is a learning experience for all students involved. New words are seen and experienced, and importantly, this is a step toward future learning independence.

All during these procedures, the tutors are continuously monitored by a reading specialist and are provided with demonstrations and feedback. In this way each tutor continues to increase his repertoire of LEA skills.

Although the majority of the students evidenced virtually no English speaking ability at the beginning of the project, many begin to read their transcribed stories fluently in English after only three to five weeks of exposure to the LEA procedures. Indeed, roughly twenty-five percent of the students begin to give some of their dictations to the tutors in English at this time. After one to two months of LEA exposure, a small number of students are able to write their own stories in English, with occasional assistance from the tutors or the reading specialist. The rapidity with which they are acquiring competence in speaking, reading, and even writing in English is even more astonishing when consideration is given to the fact that the majority of them are illiterate in their native language, having had virtually no formal education.

Individualized reading, a non-directive procedure, is based upon three major principles, self-seeking, self-selection and self-pacing (Spache & Spache, 1981, p. 90):

> According to this philosophy, the child, motivated by internal thoughts (seeking), will attempt to read those materials suited to his needs and interests (self selection) and will progress in level and skills as his growth patterns and readiness for new learning permits (self-pacing).

A prerequisite for this format is access to a library. Fortunately, the Philadelphia Free Library system is close at hand to the three centers in which the programs are housed. Additionally, a varied classroom library is an excellent resource for the beginning reader. As various individuals approach this reading milestone, they are taken to the library to become members. As the books are selected and read, the tutors are shown how to conduct an individual conference. The heart of this approach is as follows:

1. The student chooses a passage from a book he or she has read and orally reads it to the tutor.
2. The tutor observes the reading errors and other behaviors, and checks comprehension through the use of improvised or prepared questions.
3. The tutor makes plans with the student for future small-group work on the skills that appear to be weak, gives workbook assignments and suggestions for follow-up activities.

Since the students who engage in individualized reading will no longer need to give LEA dictations, they will continue their story telling through another mode, expressive writing (Hansen, 1988). There will be an opportunity for expressive writing during each instructional session. The basic assumption undergirding the use of this approach is that the most efficient way of developing written expression is quite simply to write - the more, the better (Parry & Hornsby, 1988).

The point of this endeavor is to encourage the flow of written expression so that the students will naturally acquire syntactical facility and will attempt to use increasingly more sophisticated constructions, provided that he receives continuous feedback in the form of developmentally appropriate mini-lessons. At some point during the natural development of syntactical facility, for example, an individual may attempt to use quotation marks. The student either asks how to use quotations appropriately or attempts to use them in his written expression, however inappropriately. The student has expressed a need and a mini-lesson on the use of quotations for this particular student is in order. Through demonstrations by the reading specialist, the tutors will make only those corrections on the completed stories that are compatible with each students' level of competency. The student then reads the story out loud to the tutor, who takes the opportunity to provide a developmentally appropriate mini-lesson.

The use of bilingual tutors serves other essential functions aside from translation. Since the tutors share the same background with the students, this may assure an accepting non-intimidating atmosphere and may increase the desire of the refugees and immigrants to remain in the program. The pedagogical and motivational advantages of personal involvement have been demonstrated previously (Boyd & Martin, 1984; Clabby & Belz, 1985; Johnson, 1985; Miller, et al, 1985).

The bilingual tutors and the instructional groups, using the LEA and individualized reading, are involved in highly personal encounters. As an aspect of their training the tutors are introduced to the use of the Rogerian non-directive counseling approach during their daily inservice schedule. This reflective counseling is an excellent augmentation to the Combined Instructional Approach. LEA, individualized reading and expressive writing are, in themselves, non-directive learning procedures. The tutors and the target groups are highly interactive. The learning situation is personalized. Literacy programs world-wide commonly acknowledge the critical need for counseling (Nickse, 1987).

The use of LEA, individualized reading and non-directive counseling allows refugee and immigrant populations to take much greater initiative in the literacy process. They utilize and create their own instructional materials which are culturally and developmentally appropriate. As the program develops, a significant number of tutors can readily be trained by veteran tutors, continually augmenting the instructional pool so that even typically inaccessible refugee populations can receive instructional exposure. By this strategy, these populations may be more readily recruited and retained without continual reliance upon federal, state, and urban intervention programs.

There is a body of literature putting forth the notion that adults as well as children learn best when instruction is related to personal experiences (Boyd & Martin, 1984; Clabby & Belz, 1985; Johnson, 1985, Miller, et al, 1985). This developmental perspective also holds that adults should select the content, degree, and direction of their learning. The students are given this initiative through self-selection and self-pacing. What is advocated here is dynamic instruction that has the quality of personal involvement. As Rogers has stated:

> ...even when the impetus or stimulus comes from outside, the sense of discovery, of reaching out, of grasping and comprehending comes from within." (Rogers, 1983, p. 5).

Because of this instructional philosophy, the tutors develop a close working relationship with the students. Each encounter is highly personalized. Student productions inevitably reveal their experiences and aspirations. Each dictation becomes, in a sense, a non-directive counseling opportunity. Student turnover has remained quite low. The groups have increased in size as students have recommended the program to their friends. Since LEA is a highly individualized format, new students can be brought into a group at any time. Whenever possible, students who are about to leave the program, for whatever reasons, are post-tested to determine progress.

The encounters among the students is one of helpful comradery, with veteran students frequently assisting the newer arrivals. It is apparent that these refugees and immigrants are making rapid strides in learning to speak and read in English.

The following chapters format in depth instructional procedures as they are utilized in the Combined Instructional Approach. The procedures, as they are described here, are those which are used to instruct and inservice our program's tutors. The information is simply stated for easy understanding and has been formatted so that it can be used as instructional material for your tutors.

II. Getting Started

The Group Dictation

Parents

"My parents told me not to do anything bad. They said, 'don't be a lazy kid and go to school.'" said Ly. I tried to do what they told me, said Tran. I thought hat they told me was good advice, said Hor. "Sometimes I made them upset with me because I did not help them when they asked me,' said Sida. "I did not help my parents much. I had many friends and went out, said Khim.

Materials Needed: Dark colored markers for recording the group stories, a chalk board or an easel and newsprint-size paper. Each student should be provided with a composition book or notebook to keep a record of the dictated stories.

1. This initial stage of the Combined Instructional Approach is designed to orient the students to the instructional format and begin to introduce them to the English language in a non-threatening manner. To begin, ask the group of students, in their own language, if they wish to tell you a story. The students may, at first, be hesitant about relating personal information to you. If this is the case, stimulus interest areas can be introduced to the students to facilitate personal dictations:

A. Personal experiences: "All About Me," "My Life"
B. Home life: "My Family," "My House," "My Children
C. Neighborhood: "My Street", "The Acme"
D. Life in their home country/coming to the U.S.A.:
   "My Father Told me", 'How I Came to be in the United States,"
   "Why I Come to Class."
E. Stories, dreams, wishes; where my life is going:
   "My Favorite Dream," "The Job I Want"

F. Traditional oral stories and fables

G. Recipes for favorite meals

H. Any topics the students wish to discuss

When the topic area is agreed upon the students must select a title for the story. The selected title is written at the top of the chalk board or the newsprint sheets.

2. Tell the students you will write the story down for them in English as they dictate it in their native language.
   A. When the group decides upon topic and title each student, then adds his or her own sentence(s) to the story.
   B. Translate the orally dictated story into English. Word for word correspondence is not a must.
   C. Use all lower case letters except for appropriate capitals. Use plain, clear printed letters.

These are examples of Group Stories dictated by our students:

The Acme

Kim says, "The Acme is very big." "The food is not always good," said Tim. Hor said, "I like some things they have there and others I do not like."

Why I Came to Class

"I came to class to learn to speak English because I am afraid to answer the phone. It might be an American who does not speak Spanish," said Rosa. "I came to class because I am afraid to go out in the world and communicate with someone who only speaks English. I am shy, " said Lydia. Marisol said she feels

timid and afraid to speak to someone in public because she does not know if she might say the wrong thing.

3. When the dictation is completed:
    A. Read the story in English, pointing to the words as you read them.
    B. Read the story in unison with the students.
    C. Ask each student to attempt to read their dictated segment of the story. Underline each word the student recognizes as they are read.
    D. Ask for volunteers to read the entire dictated group story.
    E. The story will be reviewed a total of four times over a period of four consecutive class sessions.

These initial exercises allow the student to become comfortable with this format in a non-threatening forum. It also enables the tutor to gain some understanding of each student's level of ability and facility in English.

III. Continuing the Program

Individual Dictation "My Spoken Word - My Written Word"

Materials Needed: One hundred to two hundred page composition books, pencils and pens.

1. The individual stories begin as a student begins to show some proficiency in word recognition and comprehension. It is probable that you will have some students in your group who are not ready for the individual story format while others need to advance their learning. The group story format can continue as long as their are a few students who are at this stage. The individual dictations follow a similar format as the group stories. Allow the student (who has now become somewhat familiar with the dictation format) to guide the topic and flow of the dictation. You may begin this interaction by simply sitting with the student and initiating conversation. This conversation can then become the basis for the dictation. The student should use their natural language. Do not make corrections in the content of their story. The final story should be the student's own story.

2. The individual stories the students dictate in their language will be written in English directly in their individual composition books. In a sense, each student is the author of a book of short stories. This authorship should be conveyed to the student.

3. Label each story with the title selected by the student, the date and the number of the story. It is no longer necessary to put 'Kim said" or "says Jim" before or after each sentence because the entire story is their own work. It will suffice, at this point, to put "by John" at the beginning or end of the story.

The stories may look something like this:

My Neighborhood Story 1 January 5, 1989

I live in West Philadelphia. The place I live is close to a university. I have a difficult time when I leave the area where I live because the city is so confusing. The trains are dangerous after dark.

By Dana

Racism By Bienvenido Story 4 May 4, 1989

When I was a child black kids would throw rocks at me. I think there is a lot of racism in the United States. There is discrimination everywhere.

I feel this should not exist. There should be peace and harmony in the community.

This bothers me. Everyone should get along. I hope this changes some day.

4. As in the group dictations:

   A. The tutor reads the story in English pointing to the words as they are read.
   B. The tutor and the student read the story together. If the student does not know the word(s) do not labor for a response, supply the word and continue reading.
   C. The student then tries to read his story on his own. Initially, as the student reads the story the tutor underline each word known by the student. When the student becomes more adept, after steps 'A' and 'B' the student can return to his desk to underline independently.
   D. The story is read in this fashion on two to four consecutive occasions on consecutive class sessions.

After a story is reviewed satisfactorily, all the words which have been underlined each time the story was read should be written on the 3 x 5 word cards by student, tutor or student helper.

When the student recognizes between 20 to 30 words in his stories (on the consecutive reading attempts), he begins to compile a WORD BANK consisting of his known words. As the students compile their word banks, less emphasis is placed upon the group dictated story. The group story becomes an intermittent whole-class activity designed to give the student respite from his regular activities.

Cold By Kim Than

I am very cold. The wind was blowing on my face. My face was numb. I hate cold weather.

Additional Areas for LEA Topics

Policemen	The neighborhood	Vacations
Cultural differences	Snow	Stores/markets
Family	Traditions	Transportation
Television	Creative stories	Holidays
Why I came to the United States		City vs. country life
If I had a million dollars...		

Preparation for the New Year By Tep Sie

Two days ago I cooked food to give to my ancestors. I was very busy cooking all this food. I told my grandchildren to come to eat the food. Everybody seemed to enjoy eating the food.

War By Sok Kong

I think no one likes war. War can kill the people. The soldiers work hard. The life of a soldier is difficult. When their is war, no one works in the rice fields. There are many sick people during the war because they don't have enough to eat.

Learning English By Juan Berrios

I would like to learn English so that I am able to express myself better with others. When I need to talk to someone, I don't want someone else to speak for me. I would like to speak for myself.

I feel bad.

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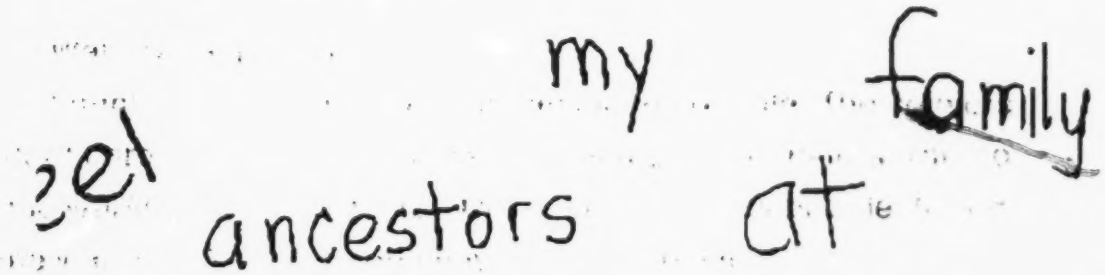
Developing the Student Word Bank

Materials Needed: Cartons of unlined 3 x 5 index cards, a sufficient number of 3 x 5 file boxes for each student in the class, unmarked 3 x 5 dividers for each letter of the alphabet, markers.

1. When the student shows recognition of a word over the numerous repeated exposures in her individually dictated stories this word becomes a "known word." When the student shows recognition of 30 or more words she can begin to develop her word bank. This milestone will occur at different times for each individual student.

2. All known words are clearly printed on 3 x 5 index cards in bold lettering by the tutor, the student or a student helper.



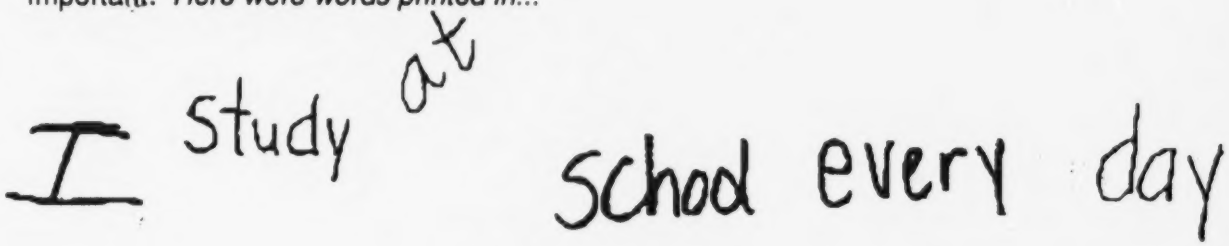
These cards are placed, initially at random, in the students word bank file. At this time, the student is instructed to write the letters of the alphabet on the 3 x 5 divider cards and to place them in the word bank box. Many of the students will attempt to alphabetize their known words without instruction. The word bank becomes a valuable resource for student progress and practice.

As the words are put on cards they are also indexed alphabetically in the back cover of the students workbook. Each letter of the alphabet should have a half-page column clearly labeled with the appropriate upper case and lower case letters. This

word catalog facilitates ease in documentation as the word banks grow.

Activities such as **alphabetizing** a few words in the word bank; **finding rhyming word bank words** and the **classification** of word bank words into categories such as places," "foods," "animals," people's names, or "cities," etc.; can be suggested to the student at the completion of the group story and while the other students are dictating their individual stories. Additionally, these activities should be suggested to each student on an individual basis after the individual dictation is complete. The use of these word bank words in an alternative context begins to give depth to the learning. The use of these vocabulary words will cement understanding of the meaning of the words.

Other activities such as making sentences with word bank word are also very important: *Here were words printed in...*



Missing words are not important at this point and can be shown by a blank between the cards. If the student knows an English word he wants to add to the sentence this word can be added to his word bank.

An additional activity in word recognition is **finding all or some of their word bank words in books magazines, newspapers and dictionaries.** Reading the words around their word bank words should be encouraged. These words can be collected and pasted onto a single sheet for display in the classroom. The words are now being explored out of the context of the dictated stories.

3. As the students become more proficient in the use of their word banks, and begin to develop a large collection of words, they will find it necessary to seek some rational order to gaining easy access to their words. It becomes necessary, at this time, to suggest and implement alphabetization of the word bank words. This is a relatively simple procedure since all the tools for this exercising, the word bank box and the divider cards, are in place.

4. Other exercises such as the CLOZE procedure helps to confirm that the student understands the English translation of his writings. The CLOZE procedure is very simple: Select a recent story in which the student has completed the entries to his word bank. Recopy this story on another page in the students notebook, replacing every fifth word in the story with a blank line. Write all the omitted words at the bottom of the page for reference. You may also choose to add a few additional words to this list. The student can now begin the exercising.

5. Students can also read other students stories, complete entries into their word banks and look up their word bank words in the dictionary. The students who are more proficient, and learn their words more quickly can assist those who are having more difficulty in these activities.

The CLOZE Procedure:

My Life in America By Ty Rong

I have been in _____ for a long time. _____ life is still bad. _____ feel bad often. I _____an old man. I _____ to work, but the _____ does not want me. _____ cannot speak _____ . I have been here _____ ten years. I am _____ unable to listen to _____ what American people say. _____ , I go to school _____ day to learn the _____. I hope I can _____ English one day soon.

speak	what
I	almost
language	every
America	my
am	want
I	English
now	have
company	understand

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Use Of English and English/Native Language Dictionaries

The dictionary is an important element in the English language classroom. It is important to keep a variety of dictionaries, which can include large-type, elementary, picture, native language-English and college or adult dictionaries, on hand in the classroom. As space is available a Dictionary Activity Center can become an integral aspect of the classroom. Teacher-generated activities like the following can become the basis for guided individual work. We used 3 x 5 cards and file boxes for our activity cards. Different types of cards can be geared to less or more proficient students.

Dictionary Activity 3

Go to page 275 in the Large Type Dictionary

1. What does Stuff mean?
2. Find a word on the page that means what you do in school.
3. Find the word with the most syllables.

Dictionary Activity 5

Go to page 145 in the Elementary Dictionary

1. Find a person who owns property.
2. Find a word for big.
3. Find a word for whip.

Making a Student Dictionary

Materials Needed: 8 1/2 x 11 inch paper (photocopy paper is adequate), A three-ring binder, folder or clasp envelope to hold the loose sheets.

An additional activity the learner can use is making a dictionary using their word bank words. This facilitates memory and meaning of the words. The student can find a picture from a magazine or newspaper and paste it into her dictionary. This can give context clue and memory assistance. The entries can be made in three ways:

- A simple sentence in English using the word bank word (the preferred method for the more proficient student)
- An English definition which is student-generated or found in a dictionary
- The native language equivalent of the English word

To make the student dictionary, use an 81/2 x 11 sheet for each entry. These can be hole punched and held together with a ring binder or placed in a folder. Initially, It is important not to staple the sheets together so additional sheets can be added to the dictionary as the students word bank grows.

Each word bank word can eventually be added to the dictionary as time permits.

Aa

Ancestors - I made food for my ancestors.

Ff

Future - time ahead

Independent Word Bank Activities
- A Collection of Classroom Activities

I. Sight Vocabulary Exercises

1. Have students look for known words in newspapers and magazines. They can cut these words out and tape or paste them to a larger sheet of paper in order to display them to other students and visitors.

2. Have the students read current and past individual stories to other students and to visitors to the room.

3. Have students read the dictated stories of other students to give them practice reading work they did not dictate. This can also be facilitated by typing student stories and returning them to the class as reading texts. This is a painless introduction to non-authored text materials.

4. Have the students look through books in the classroom to find words in their word banks. They can do this individually or in groups. Encourage the students to read the sentences in which they find their words.

5. Have the students pair up to check each other on their word bank words. The students take turns saying words from their own word banks to their partner. The word bank cards become flash cards.

II. Word-Attack Skills

1. Have students arrange a number of word cards in alphabetical order on their desks.

2. Give students a copy of one of their dictated stories that has been rewritten. Replace some of the words with blanks. Ask the student to find alternative words in their word banks that can be put in the blanks to make coherent sentences.

3. Have the student find family words: cat, bat, fat/ make, cake, shake.

4. Have the student find words with structural tense changes: Run, running, runs/ Show, showed.

5. Have the student find compound words: somebody, firetruck.

6. Have the student find Proper nouns: Philadelphia, Cambodia, America.

III. Comprehension Skills

1. Make up a few questions that can be answered from rereading a dictated story. The answers can be recorded by the student in his or her dictation book. It may look like this:

My Fall By Elba Riera

One day as I was leaving my house, I fell and hurt myself very badly. I do not feel well today. I just didn't notice the thin ice on the ground and slipped. No one helped me get up from the ground. I got up as fast and as carefully as I could and went back into the house. That is why I haven't been to class for a long time.

- **What happened to you as you were leaving your house?**
- **Why didn't you notice the ice?**

- **Who helped you get up?**
- **How can you be more careful about the ice?**

2. Cut a copy of a dictated story into sentence strips put the cut strips into an envelope labeled with the story's name. Have the students read the strips and put the story back into proper order. This can be done on an individual basis or as a quick class exercising.

3. Use sentences like the following. Have students fill in a word that fits from their list of word bank words. This exercising can be assigned to the class, occupying the students while individual dictations are being taken.

1. I want to go to _____.
2. Please, help me find my _____.
3. My _____ is broken.
4. He _____in the car.

Individualized Reading

If you have come this far using the Combined Instructional Approach in your classroom, your students have already begun individualized reading by working with their dictated stories and the stories of the other students. Thus, introducing printed text becomes the next logical step in their English proficiency.

As the individual student begins to read simple textual materials less emphasis on dictated stories should be given. The student, as she begins to read printed materials, should be encouraged to write her own stories in their stead. A detailed description of creative writing follows the section on Individualized Reading.

Pupil Readiness for Individualized Reading

Ask these questions to yourself before the student is introduced to individualized reading materials:

- Does the student recall words and phrases from group and individual stories? Is there daily learning of new words?

- Does the student ask for identification of words he or she is curious about? And/or do they supply known words that are not in the word banks when making sentences with their word cards?

- Does the student practice copying words without command, practice words without command, practice copying words or stories and sometimes make changes in misspelled words without assistance from the tutor?

- Does he or she read the individually dictated stories of other students, attempting to identify unknown words in the context of the story?

- Does the student show the ability to assist other student in their word bank exercises?

- Has some attempt already been made in expressive writing?

If you see a general trend toward or improvement in the areas listed above, the student should be introduced to printed text.

Materials for Individualized Reading

Obviously, the goal of individualized, self-selected reading is to read. The more reading the student is able to do in class the better suited he will be to tackle real world problems. Our programs make use of lending library materials, text books and reference collections. Each classroom also has an in-class library of materials, including novels, skill builders, informational books, and other selected reading materials, which are especially geared to the adult beginning reader. These materials have been provided through the Reader Development Program of the Free Library of Philadelphia. They are an exceptional resource for the beginning reader.

Other Resources for the Beginning Reader:

Newspapers - The newspaper has been defined as a new textbook every day. Students can be instructed how to use an index and table of contents, find the main idea of a story, and understand titles of articles and what they mean about the text. They can explore graphs, maps, and weather reading charts.

Students can work together to find a series of articles on the same topic. They can make a file on articles of relevant interest to the class. They can study advertisements to Find out about the best buys of a particular type of item and share this information with the class. Students can locate significant world events on a map of the world. Students can make a book of a particular comic strip that they enjoy and share it with the class. The list of activities can grow with the students interests.

Typical classroom reading materials can be used as the individualized materials are used. This can be done as long as the format of the individual reading program is followed. Reading comprehension materials are easily adaptable to this format.

Materials the student brings to class, such as citizenship manuals, driver's license manuals and books and novels in English, can be utilized in the individualized setting.

Student-generated reading materials, such as individual dictations and creative writing are quite relevant in the individual reading work and should be added to the in-class library materials. Other materials which are collected through reading follow-up work will be of particular interest to the student.

The VERY IMPORTANT Individual Conference

The individual conference is the pivotal ingredient to the individualized English program. The individual conference assists the tutor in determining many things about the student. The conference need not be long. It should not be longer than five or ten minutes. The individual conference is essential in assisting the student to progress further in his or her reading process. A conference must be scheduled at the completion of the student's reading activity. If it becomes necessary, a schedule can be set up so that the tutor can attend to each student who is involved in reading activities and also work with the students who are involved in LEA dictations, too. A sign-up schedule can be posted in the classroom so that students can make their own schedule.

The tutor-student individual conference provides the opportunity for warm, personal communication between teacher and student and assists the student in his or her own motivation to further reading.

Other reasons for the individual conference:

Discussing the student's reading selections;

Determining readiness for sharing with the class;

Discussing with the student possible future choices in reading (this is not the opportunity for the teacher to tell the student what to read. Remember, materials must be self selected.);

Reviewing reading records;

Checking comprehension of silent reading;

Giving suggestions for student follow-up activities.

Questions which may be used in a student conference

Comprehension

1. What character of the story did you like best? Why?
2. What would you have changes in the ending of the story, if you had been the author?
3. Do you believe that everything in the book could have happened? Why or why not? Was the story intended to be true to life?
4. Was there a part of the story you did not understand? Turn to that page and let s talk about it.
5. Who in this class might like to read this book? Will you tell him or her about it?
6. What other titles can you think of for this story? Write some down for me.
7. What did you learn from this book? About people? New ideas? About the way people live?

Skill Development

1. While you were reading you met some words you did not know. Let 's look at your list and talk about the words.
2. The author usually tells about characters by describing them, their looks and behavior. Can you show me a place where the author is describing one of the characters? Can you tell me some other words that might describe this person or thing?
3. Did your author use large words in the story? Can you find some of them and divide them into syllables. If you need help you can use the dictionary. (This can be used as follow-up) Then we will try to pronounce them and talk about their meanings.

4. Pick a page from the book at random. On this page try to find (adapt to the book and the students previous training):

   - any compound words
   - words with two, three or four syllables
   - a word you cannot pronounce
   - a word that refers to clothing, a way of moving, a color, a word that tells time, etc.
   - a word that begins with each letter of the alphabet. Write them down starting with a, then b, then c, and so on.

5. On a random page: Can you arrange all the letters that begin with the letter 'c' (any letter) in proper alphabetical order.

Obviously you will not ask all of these questions in the individual conference. Nor should you get into the habit of asking the same questions over and over. The students will know what to expect and will prepare for that particular area of skill development.

Your individual conference can have four to five questions and a follow-up activity developed out of a need defined through the conference itself. Ask these questions to yourself when checking the students ability to read a particular book or story during the individual conference:

- Are there many words in the passage that the student must look up in the dictionary?
- Does the student show a low level of comprehension or do they "forget" the material as soon as they read it?
- When orally reading a short passage is there a lack of flow in the student's expression? Are they reading with a lack of understanding.

Student record of SELF-SELECTED reading material

At this stage, record keeping is very important in the classroom. Records should be kept regarding each book or passage read by each student. A record of the individual conference and any suggested Follow up activities should be kept in each students individual file.

The following format should be utilized by each student at the completion of each reading endeavor. This can be written on a 3 x 5 card or, if you prefer, on a larger sheet of paper. These records should be kept in an easily accessible area for student reference.

_____Side One_____

Name of Student:

Date begun: Date finished:

1. Title of book:
2. Author:
3. Number of pages in book:
4. Number of pages read:
5. Important words learned:

_____Side Two (optional)_____

Brief critical comments about the book. Would you recommend it to someone else? Was it too hard or easy? Do you like this author? Etc.

This student record must be presented at the individual conference that follows the completion of the book or passage being read.

_____Side One_____

Name: Carmen Negron

Date begun: 5/1/89 Date finished: 5/4/89

1. Title of book: The Life of Lucy Fern
2. Author: Moria Crone
3. Number of pages in book: 46
4. Number of pages read: 15
5. Important words learned: ----

_____Side Two_____

I liked this story. I did not have any difficulty reading it. It was fiction. I did not like the things that Ruth did to her daughter. This story is not for persons that only know a little English. I would not change this story because it has the feeling of real life.

Individualized Reading Activities

There are many activities that should be used as follow-ups to the student's reading work. Here are some activities you can use with your students who are doing individualized reading. You can suggest these activities to the student during the individual conference.

1. Make up a new ending to the story. The student can read the new version to the class.
2. Record a story or poem that you enjoy on the tape recorder for other students to use as a listening activity.
3. Collect newspaper articles relating to a particular topic represented in the book. Display for class use.
4. Read a short story to a student who is not yet able to read, but would benefit from being read to.
5. Make up questions about the story that can be read and answered by other students who read the book.
6. The student may write, and share a letter to the teacher or another student recommending the book.
7. Book reviews, kept on file in a card box, will stimulate reading of the book by other students. These reviews can be placed on a single x 5 card.
8. The student may elect to get further information on the book, and/or its subject matter by going to the library and seeking more information. This can be done during the class period.
9. Encourage student story-telling and reading aloud to the class. The student should select an interesting passage that can stimulate further conversation among the class members.

10. Make a mock version of the first page of the newspaper with the headlines and text referring to incidents in the book the student has read.
11. The student may tell the class some of the things he or she learned from the story. Have them explain the meaning of these lessons if they can.
12. Write and illustrate your own book and put it with the other reading materials.
13. Could you pick a character in your story and write a short story about him?
14. Could you find a part of this story that could be made into a play? Could you pick some of your classmates to help you put on the play?
15. Imagine that you were a character in the book, write down what you would have done or said in his or her place.
16. Write a review (what you think about this book) on the back of your book record card and we will put it in the file box for other students to use.

Creative Writing

Composing sentences with word cards is one step to beginning creative writing. The use of this method will enable the student to develop their own ideas and learn to put them in written form.

The emphasis in creative writing should be on the expression of ideas, rather than on spelling or exact grammatical form. If spelling becomes more important than expression, students will limit their creations to words they know or they will ask for help in spelling every word in the story. This process is laborious and limits the flow of ides. Do not make repeated corrections in the students spelling of words. The important element here is that the student makes an attempt at spelling words. As she becomes more proficient in the language, spelling errors will become apparent to her. Be patient, this takes time. Do not hurry the student to something she is incapable of understanding.

Accordingly, the grammatical structure of a passage may be incorrect. Do not correct every mistake in the passage. Also, DO NOT rewrite the passage for the student as you feel it should be written. Encourage the student to write more stories and give mini-lessons on SPECIFIC areas of grammar or form.

My Village By Ly Pa Khun

My village is near Phom Pench. It is the biggest city in my country. Phom Pench is the capital. My village is small, but it is nice. It is next to the Tonle Sab.

My village is called Phom Lech. It has a market and a school. The market is far from the school. It is across the river. I like my village.

Important things to remember in creative writing:

1. You should be positive and supportive of any attempt at written expression the student makes. **Don't call attention to ill-formed letters or misspellings.** Most of all do not criticize the writer's ideas.

2. Give specific instruction on items the student shows readiness for learning. Example: The student directly asks about a specific element of grammar. How do I put quotation marks? or, the student shows an interest and readiness to learn about something by its use in a sentence.

   I want to go. to the store. to get a pound of beef.

   The use of periods in this sentence (incorrectly) is a sign that the student is ready to learn about proper use of Periods A mini-lesson can be initiated.

3. **Students should always be encouraged to share their stories with other students.** Students can share their stories informally or they can asked to read their creations before the class. Reading a story in front of the class provides an excellent opportunity for positive feedback from the group.

Our Customs My Masy Sim

Today is April 12. I am preparing for the New Year Celebration. I stop working because it is important for tomorrow. I feel excited about the new year. The first day I decorate. Wearing new clothes is custom. hen Igo to the temple I cook food. I sing popular Cambodian songs.

Topics for creative writing

When introducing creative writing activities to the student encourage the student to verbalize ideas for topics. The student should learn to think of an idea and then attempt to write it down. You can assist a student in this thinking endeavor by asking some open ended questions which may stimulate some thought. Can you talk to me about your family? Can you tell me an incident about your childhood that sticks out in your memory? The need for this type of questioning decreases as the student begins to understand the concept of the writing activity.

As you may have imagined you can use all of the topics used for group and individual dictations. Encourage the student to write personal passages about their lives and their experiences. This is the richest area of exploration and an unending well of topic choices.

The Snows By Ly Pa Khun

I'm Cambodian. I have lived in America for one year. When the winter comes my health always changes. This year, I have a bad cough. When I work hard, I always cough.

Asian people dislike the climate in America because they have no snow in their countries. American kids like snow.

When the snow falls down at night and I look through the window, it seems like it's daytime. Everything can be seen.

I don't like the snow because I am not used to it. Some American people don't like the snow either.

Suggestions for Creative Writing topics:

If I had one million dollars.
I am president.
Stories for children
weddings
My home country
Descriptions of the surroundings
Going to the market
My fears about being in the United States
My life before I came to the United States.
Different Customs of Americans
Where I want to be in five years
Working with Americans
Traditions of my country
If I were the teacher.
I am an American citizen.
Folklore, myths,beliefs
My most memorable day
Career plans
Nature
My children

IV. The Effects of Instruction

The mean length of stay in the program for the Cambodian student population was near five and a half months. For the Hispanic group it was 3.7 months, reflecting the fact that their program began two months after the Cambodian group began.

The pretest mean for the Cambodian group on the Spache Diagnostic Reading Scale was at the .6 grade level, while their post test mean climbed to 3.7. This reflects an increase of three grade levels in approximately five and a half months. The pretest mean for the Hispanic population was at the 1.7 grade level, while the post test mean was 3.7. This reflects, again, an increase of three grade levels. However, this was accomplished within four months of instruction.

On the Wide Range Word Recognition - Revised word recognition subtest, the pretest grade score mean for the Cambodian group was 1.5, while the post test revealed an increase to 3.0. The Hispanic pretest mean was 2.5, while on the post test, their word recognition grade level climbed to 6.9. This represents an increase of over four grade levels in less than four months of instruction.

The Basic Inventory of Natural Language showed that almost every Cambodian student scored at the Non-English Speaking level, while post test scores revealed that over eighty percent achieved a score in the Fluent English Speaking category, comparable to a fourth grade American child. The Hispanic population pretested at the Non-English Speaking level and advanced to the Fluent English Speaking level, comparable to a typical fourth grade American child.

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